THE RELATIONSHIP OF LANGUAGE LEARNING AND GAMES PLAYING FOR
ESL/EFL STUDENTS

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Abstract

Working as an English teacher in my home country China has given me the opportunity to observe the needs and challenges of learning English happily and effectively. Quite a few people, whether they are students, teachers or parents, have misunderstandings about learning English through games. They think that learning English is to read books quietly and listen to the teacher's lectures carefully. Playing games will only waste time. In the process of playing games, grammatical errors often occur, which can easily form wrong concepts and have a bad influence on learning English. There are also some parents who do not know how to interact with their children to review and practice English at home. They feel that they are neither a teacher nor English speakers, and when their children speak English, they do not know whether their children are right or wrong, so they do not help their children with their English at home.

Considering those observations and experiences, I have developed a project in order to offer EFL/ESL learners a guide that serves to help them learn English happily and effectively. The project provides a PDF document and an online format where EFL/ESL teachers and learners can find useful ideas and interesting games that they can use to learn English better and more fun. This PDF is a simple but practical handbook that students, parents, and teachers can easily access.

Dedication

I dedicate this thesis to my parents in China who have encouraged and supported me throughout my graduate studies as well as my American family (sister-in-law, mom and dad-in law) and my friend Amy who have been watching my infant baby whenever they can so that I can have time to work on these courses. Finally, I dedicate my thesis to my husband who never doubted that I would complete this daunting project and gave me the courage to pursue my dreams.

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Chapter 1: Introduction

When it comes to learning English, the deep-rooted impression in my mind is to recite uncountable words and do boring grammar exercises. Why cannot we make learning English a joyful thing? Having fun is the nature of children, and interest is the best teacher. Why should we not combine games with learning English? In this article, we will discuss the relationship between language learning and playing games for people whose English is a second or foreign language (ESL/EFL) and how to learn English through playing games.

Games give students a chance to escape from the usual routine, but they are very important in terms of motivation and challenges. Moreover, games provide encouragement to interact and communicate successfully for learners and permanence to carry on the effort of learning and create a context to use the language meaningfully, decrease anxiety, and allow learners to study in a relaxed and enjoyable atmosphere (Gozcu & Caganage, 2016). Educational games can create an attractive learning environment for students, make learning more interesting, and enable students to learn by doing, thus improving students' high-level abilities. Educational games can make learning more scientific, enjoyable, and more effective (Zeng et al., 2020).

There is a Chinese saying that sharpening one's ax will not delay his job of cutting wood. In other words, as long as the right method is chosen, people can get twice the result with half the effort. Games are a natural means for children to understand the world around them. Therefore, it should be part of their learning, including the learning of foreign languages (Klimova, 2014). James and Mayer (2018) stated that game-like educational apps are intended to

boost learner motivation leading to better learning outcomes. Anora (n.d.) pointed out that the problems that people usually faced are the difficulties in memorizing new words and lack of interest in learning English. The teacher should apply an appropriate teaching technique to solve those problems. By doing fun activities, the students will be more interested, more motivated, and more easily understand the materials. One of the methods is by using games. Games are used to help the children understand and remember vocabulary of some topics. Briody et al. (2011) described how the ever-increasing numbers of EFL learners adds greater urgency to the need to prioritize the most effective means by which language proficiency can be enhanced, and developing language skills through games is one such method.

Considering the influence and importance that learning English through games seems to have, this could become a strategy that should be included in the foreign and second language teaching and learning processes because of the impact it can have on students' performance. In order to make this happen, teachers and parents would need to be willing to learn and teach their children and students how to choose the correct games and integrate them into their English learning.

As a result, my main aim was to develop a project in order to offer EFL/ESL learners a guide that serves to help them learn English happily and effectively. The project utilizes a PDF document in hard copy and an online format where EFL/ESL teachers and learners can find useful ideas and interesting games that students can use to learn English better through fun activities. This PDF is a practical handbook that students, parents, and teachers can easily access.

Besides showing the benefits of learning English through games, this project also encourages teachers to understand the importance of games in learning English for ESL/EFL students. In some cases, using games to learn English could be perceived as a time-consuming

and challenging task. It is essential for teachers and parents to recognize that games are powerful tools that can improve the teaching practices as well as have a positive effect on the development of learners' language skills. As a result, the project has been designed using research as a basis to support this approach and establish validity and rationale for the implementation of learning English through games for ESL/EFL students.

Chapter 2: Literary Review

Learning English in China usually involves reading many books, memorizing vocabulary words, and doing a few pages of worksheets every day. There was a time when China's mute English was well-known. As described by Zhu (2012), for years the main method of teaching English in China primarily consisted of the teacher explaining the new words in the vocabulary list by giving definitions and examples. Then they will give a brief introduction to the background of the text. When dealing with the text, the teacher always explains and translates the text sentence by sentence or even word by word, sometimes with a few questions that seldom elicit answers or responses from students. Finally, a recitation task or translation exercise is given to the students. In short, the traditional way of English teaching is teacher-centered and language-knowledge-focused. This way of teaching English is similar to that of teaching mathematics: new words presented, related grammar explained, and then written exercises assigned. If students can do the exercises well, it means that they have learned the language knowledge well, and then the lesson moves on. Under such patterns of teaching, students receive information and complete written exercises. They can remember large numbers of words and grammatical rules, and they can do very well in exams, but they scarcely have chances to express themselves in the target language and test their understanding of the received information about the language (Zhu, 2012).

Throughout the researchers' long experience as teachers of English for youngsters, they faced problems looking for the best way to teach English to children: how to draw their attention

and keep it for the whole class period; how to motivate children and encourage them to learn. One of the most suitable ways could be teaching via games and songs as they provide a context for meaningful communication (Manhoud & Tnni, 2012). Zhu (2012) stated that using games in English class can get students relaxed in order for them to enjoy using the language. Manhoud and Tnni (2012) stated that serious games are interactive plays that teach students goals, rules, adaptation, problem solving, and interaction – all represented as a story. They give them the fundamental needs of learning by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction, and emotion. In this paper, I will discuss the importance of using games, the motivation of playing games and the type of games.

The Value and Importance of Using Games

Games are a natural means for children to understand the world around them. Therefore, games should be part of their learning, including the learning of foreign languages (Blanka, 2015). Games are used to make the vocabulary easier to understand and remember. By using games, children do not feel that they are learning something through the activity. Through games the students become active learners (Anora, n.d). Gozcu and Caganaga (2016) remarked in their study that games have many advantages for both language teachers and learners. They support learning the target language when learners are involved in the games and have fun without noticing that they are learning the target language, and, furthermore, it is a pleasure for the teacher that they present the language in an enjoyable atmosphere (Gozcu & Caganaga, 2016).

Anora (n.d.) expressed that the problems that learners usually face are the difficulties in memorizing new words and their lack of interest in learning English. The teacher should apply

an appropriate teaching technique to solve these problems. By doing fun activities, the students will be more interested, motivated, and find the materials easy to understand. One of the methods is by using games (Anora, n.d.). Donmus (2010) indicated that "the value of educational games has been increasing in language education since they help to make language education entertaining" (p. 1497). According to Kuzu and Ural's (2008 as cited in Donmus, 2010) findings, "when games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning" (p. 1499). Games help and encourage many learners to learn the target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also are fun for students, thus helping them learn and retain new words more quickly (Derakhshan & Khatir, 2015).

Effectiveness and motivations of Playing Games

Wang et al. (2011) stated if students are aware that they are going to play games after they learn either grammar structure or vocabulary, they will look forward to participating in those activities and apply things that they have recently learned with greater motivation. McCallum (1980) emphasized that games automatically result in student interest and increase their motivation. Avedon (1971 as cited in Deesri, 2000, p. 2) discussed that games cause motivation and help increase students' interest in positive competition while participating in games; moreover, they become excited and try their best to play these games. In other words, games motivate students, resulting in learning (Sobhami & Bagheri, 2014). Through the progress of technology, it has become a part of people's lives. Therefore, educational video games are also part of today's education industry. James and Mayer (2018) stated that game-like educational

applications are intended to boost learner motivation, leading to better learning outcomes. The evaluation results of the learning outcomes and learning motivation demonstrated that incorporating ubiquitous games into the English learning process could achieve better learning outcomes and motivation than using non-gaming methods. Tsung-Yu Liu and Yu-Ling Chu (2010) further revealed a positive relationship between learning outcomes and motivation. With the rapid development of technology, the variety, quality, performance, and social penetration of video games has reached an unprecedented height. The cross-border combination of education and games has received extensive attention from various areas of society, including education, technology, and so forth. Educational games can create an attractive learning environment for students, creating more interest and enabling students to learn by doing, thus improving students' high-level abilities (Zeng et al., 2020). Educational games can make learning more scientific, enjoyable, and more effective (Zeng et al., 2020). Lin (2015) stated that web-based video/simulation games have become a mainstream of leisure life worldwide for the past two decades as a result of the advancement of information technology. The increasing popularity of computer gaming has been made possible through multiplicity platform development, varying social contexts, and the expanded functionality of games. Chirandon et al. (2010) described that a number of effective teaching techniques are used to stimulate beginners' interests. Using games in the classroom is one of the recommended techniques. Lee (1995) stated that to use games in classrooms can support English learning in many perspectives by providing opportunities for target language practice, encourages students to communicate by using all four language skills, and creates a real life situation for using language. Moreover, the foremost students' problem in learning English is lack of interest; hence, Wright et al. (2005) suggested that games were the effective means of sustaining students' interest and reducing anxiety in class. In addition, in

terms of social relationships, Jacobs and Kline Liu (1996) and Ersoz (2005) mentioned that games develop students' social skills in cooperating with others as well as building up a team spirit. Furthermore, relevance to different intelligences, Gardner (1999) recommended that games can develop three types of intelligences: spatial, bodily kinesthetic, and interpersonal intelligence (p. 2)

Yuan (2001) described in her paper that just as the team spirit of a company can greatly increase productivity, so can the team spirit improve the creativity of students in the classroom. The collaboration of the team makes the overall output greater than the sum of individual output. Therefore, the language of output is more perfect, the scene is more realistic. Team spirit has changed the situation of individual loneliness and helplessness in classroom group activities, and has overcome language psychological barriers to language acquisition. It has a focus and enhancement effect on group activities, and creates a psychological relaxation and a mentally pleasant learning environment in the classroom.

Kartin Becker (2005) stated that games are of course highly visual, providing a rich and colourful two- or three-dimensional environment, which is always at least partially under the player's control in terms of what is visible. It is quite common, for example, to be shown multiple simultaneous first- and third-person views – which not only tap into one's spatial intelligence, but at the same time actively help players learn to use these views in their gameplay. Although games cannot yet place their players physically in the game, most games do require players to place themselves virtually in the game in one way or another and all involve movement and action which, at the very least, is realized through physical movements of the players hands (watching players quickly confirms that there is indeed more going on than just hand motions). There are, of course, numerous games that are specifically designed to involve

mild to heavy physical activity, such as Dance Dance Revolution, and, to a lesser extent, games like Donkey Konga. In spite of the fact that these games are marketed on their "Kinesthetic Intelligence" attraction, they still provide musical, visual, and linguistic stimulation, as well as requirements for logical thinking and strategizing. Many of the most popular games include multi-player modes. Even single player games typically include multiple NPC's (non-playable characters) and often require varying degrees of both competition and cooperation in order to win, which helps with interpersonal intelligence. As Tuan and Doan (2010) suggested, games are highly motivating since they are amusing, interesting, and at the same time, challenging. The activities in a game get all the students to move around, activate their mental capacities, and stimulate neural networks, thus motivating learners in their learning and retention.

Types of Games

Tuan and Doan (2010) noted that classifying games into categories can be difficult because categories often overlap. Hadfield (1999) explained two ways of classifying language games. First, language games are divided into two types: linguistic games and communicative games. Second, Hadfield (ibid.) classified language games into many more categories. Together with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type. According to Lee (2000 as cited in Pham, 2007), games have been classified into ten kinds:

1. Structure games which provide experience of the use of particular patterns of syntax in communication

2. Vocabulary games in which the learners' attention is focused mainly on words

3. Spelling games

4. Pronunciation games

5. Number games

6. Listen-and-do games

7. Games and writing

8. Miming and role play

9. Discussion games

Another classification of games by McCallum (1980) consisted of seven kinds:

1. Structure games

2. Vocabulary games

3. Number games

4. Spelling games

5. Conversation games

6. Writing games

7. Role play and dramatics

It has been shown that the classifications of games from the above linguists are common in a way that each kind of games focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful of choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games (Tuan & Doan, 2010, pp. 68-69).

Sobhami and Bagheri (2014) concluded that an introductory section outlines the rationale for the use of games in communicative second language learning, the method used for selecting the tasks and activities presented, and the goals of communicative activities. Subsequent sections

detailed activities in five categories: learning communication strategies (asking questions, negotiating, pronunciation); learning content material (guessing words in context, developing reading skills, promoting writing skills, forming speaking skills); learning from one another (enriching vocabulary and productive vocabulary use, imparting and seeking factual information, confirmation and clarification, expressing emotional attitudes); developing skills in discourse (conducting interviews and conversations, cooperative storytelling in verbal and written forms, grammar in discourse), and developing fluency (review and correction, improving fluency with known vocabulary, capitalizing on content, improving speaking skills, working with writing). Information provided about each activity includes targeted class levels, instructional aims, class time, preparation time, materials needed, procedures, caveats and options, references and further reading, and with the help of the teacher (Sobhami & Bagheri, 2014, p. 1066).

Out-of-class learning constitutes an important context for human development, and active engagement in out-of-class activities is associated with successful language development (Chun et al., 2015). The use of online games in ESL learning has shown the direct relationship between a high energy level of fun competition and increased motivation. Intrinsic motivation was enhanced by the desire to win or get a reward (Iaremenko, 2017). Thus, the teacher can use this component to introduce, revise or consolidate the complex language content (Iaremenko, 2017). Games are summarized here based on skills they practiced with. They are selected from "The Role of Games in Teaching English Language" (Anora, n.d.), the GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12 (Levine et al., 2007), "Games for Language Learning" (Wright et al., 2005)," Investigating the Impact of Using Games in Teaching Children English" (Wang et al., 2011) and "Teaching English Grammar Through Games" (Tuan & Doan, 2010).

First, vocabulary (pronunciation and spelling) practice: 1. Memory Challenge: It is a game that could be used to teach vocabulary to learners. Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson (e.g., animals). The group that recalls most words will win the game (Anora, J. n.d.). 2. Pictionary: It is an example of games that could be used to teach vocabulary to learners. The class has to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point (Anora, J. n.d.). 3. Sorting, ordering or arranging games: For example, students have a set of cards with months, and they have to arrange those cards in order (Wang et al., 2011). Second, dialog, conversation, and structure focus:1. Inside - Outside Circle: students form two circles facing each other. Inside students have question cards and ask, outside students answer then move to the right facing a new partner (Levine et al., 2007). 2. Information gap games: In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information (Tuan & Doan, 2010). 3. Guessing games: These are a variation on information gap games. One of the best-known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of (Tuan & Doan, 2010).Next, reading and writing drill: 1. Four Corners: Encourage interaction about a

content topic, the teacher places four pieces of chart paper on the wall in each of the four corners of the room. The charts are labeled with a choice regarding the content topic. Next, the teacher asks a question or poses a problem and directs students to choose one of the four choices in response to the prompt. Students move to their corner choice and talk to others in their corner describing the reasons for their choice (Levine et al., 2007). 2. Five-line poem: Challenge the learners to write a five-line poem in which the first line is a noun, the second is two adjectives which describe the noun, the third is a verb and an adverb to describe the noun in action, the forth begins with the like and presents a comparison, and the fifth starts with if only and expresses a wish (Wright et al., 2005). 3. What's my mime? Review or distribute the list of sentences to the learners. Invite learners to take it in turns to mime any sentence on the list. Encourage the learners watching the mime to identify what is being mimed and then scan the list to find which sentence is referred to (Wright et al., 2005).

Conclusion

Games are one of the methods that could be used in order to avoid boredom in the classroom. They have a special role in any foreign language teaching. Both students and teachers will benefit from including games during class time. Furthermore, teachers may achieve all the educational outcomes through applying the use of games especially when teaching vocabulary (Bakhsh, 2016). In a communicative language teaching (CLT) classroom, playing vocabulary games is one of the activities which requires students to actively communicate with their classmates, using their own language (Huyen & Nga, n.d). Kostikova (2017) stated that games have the following characteristics: 1. They are based on a learning objective. 2. They give the player control over his own destiny. 3. They include doable challenges. 4. They are fun and

interesting, thus motivating. 5. They are based on reality in order to intrinsically motivate the players to continue to play the game. 6. They require interaction. 7. Games must include everyone. It is very important and beneficial to learn a second language through games because it motivates learners, promotes learners' interaction, improves learners' language acquisition and increases learners' achievement.

Chapter 3: Project Design

I have been a language teacher for over 10 years. Many parents have asked me what the best way is to learn a language. In my opinion, there is no best way of learning a language regardless of whether it is English or Mandarin or any other language. People can only look for a way that is most suitable, efficient, engaged for one. When I was a student, I preferred to learn while I was having fun. However, there are still people who think studying is just to read books and memorize words and sentences. They believe playing games while studying is a waste of time. According to Kostikova (2017), well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

There are many advantages of using games in the classroom: 1) Games are a welcome break from the usual routine of the language class. 2) They are motivating and challenging. 3) Learning a language requires a great deal of effort, games help students make and sustain the effort of learning. 4) Games provide language practice in the various skill-speaking, writing, listening and reading. 5) They encourage students to interact and communicate. 6) They create a meaningful context for language use (Kostikova, 2017, p. 179).

In this chapter, I explain the rationale related to creating a packet of games and activities for English learners to learn a second language through an engaging and enjoyable environment. In this packet, I share some content objectives, language objectives, games and procedures. The packet intends to be an additional resource for teachers to use when planning their actual lessons.

I hope it can be a guide or at least helpful for someone. There will be games from three sections including vocabulary, sentence structure and conversation, reading and writing. Ultimately, this workshop also provides lesson plans that work as a sample for mainstream classroom teachers to follow in their future lesson plans. This lesson plan guide also provides information pertaining to the selection of a type of games, the creation of language, classroom environment, and instructional materials that can be obtained through the library, an internet search, or adaptation from other sources to meet the students' needs. Also, visual aids, such as pictures and flashcards are applied to help students consolidate the information or the topic they would learn. Moreover, the activities encourage students to use all the four domains (listening, speaking, reading, and writing) for a truly comprehensive second language acquisition.

Chapter 4: The Project

Games help and encourage many learners to learn the target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also are fun for students, thus helping them learn and retain new words more quickly (Derakhshan & Khatir, 2015). This project is about three lesson plans (Figure 4.1) that have been designed with games and resources that promote more creative learning environments, and also activities that involve personalization to give the students more opportunities to interact and express their learning. These are only three examples so that teachers will have plans to refer to when they want to incorporate games into their lesson plans. Parents also can use these games to help children to practice what they have learned at school. The contents can be changed so that these games can be used with different vocabulary and target sentences. Here are some more games for teachers to use.

First, vocabulary practice: 1. Pictionary: It is an example of games that could be used to teach vocabulary to learners. The class has to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point. 2. Sorting, ordering or arranging games: For example, students have a set of cards with months, and they have to arrange those cards in order. Second, dialog, conversation and structure focus: 1. Information gap games: In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by

listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information. 2. Guessing games: These are a variation on information gap games. One of the best-known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of. Next, reading and writing drill: 1. Five-line poem: Challenge the learners to write a five-line poem in which the first line is a noun, the second is two adjectives which describe the noun, the third is a verb and an adverb to describe the noun in action, the forth begins with the like and presents a comparison, and the fifth starts with if only and expresses a wish. 2. What's my mime? Review or distribute the list of sentences to the learners. Invite learners to take it in turns to mime any sentence on the list. Encourage the learners watching the mime to try to identify what is being mimed and then scan the list to find which sentence is referred to.

Figure 4.1 Three Lesson Plans

<table>
<tr><td colspan="3" align="center">Lesson Plan Day 1</td></tr>
<tr><td>Teaching Aids</td><td colspan="2">pictures, videos, flashcards, Legos, magnets, baking pan, laptop, white board</td></tr>
<tr><td>Participants</td><td colspan="2">first grade</td></tr>
<tr><td>Length</td><td colspan="2">45 min</td></tr>
<tr><td>Learning Objectives</td><td colspan="2">Students get familiar with these animals and be able to say their names out.</td></tr>
<tr><td>Activity</td><td>description of activities and setting</td><td>time</td></tr>
<tr><td>Review</td><td>Play a game to review numbers 1-10: teacher flips flashcards. Students read and show the number with fingers.</td><td>5 mins</td></tr>
<tr><td>Lead in</td><td>1. Look at all these flashcards (See Figure 4.2-4.5). We will get to know some animals today.
2. Teacher describes how the animal looks like and students point at the flashcard to tell which animal it is.
3. Students repeat the name after teacher.</td><td>5 mins</td></tr>
<tr><td>Warm up</td><td>1. Listen to songs and repeat the animal's name when hear it
2. Teacher pauses the video at any time and ask: what is it?
Useful website:

https://www.youtube.com/watch?v=kkoAL743Tao baby elephant song
https://www.youtube.com/watch?v=ZrnE0XRMNqg che che koolay giraffe song
https://www.youtube.com/watch?v=0dWkMaynGkk Rabbits! Learning about rabbits for kids.
https://www.youtube.com/watch?v=V5Bs9xydba0 here is the beehive</td><td>8 mins</td></tr>
<tr><td>Whole Class Practice</td><td>1. Memory game: teacher show two sets of flashcards (See Figure 4.2-4.5) and turn them over to put on the whiteboard.
2. Teacher turns over a random flashcard and whole class read it.
3. Ask a student to turn one flashcard over to match what teacher had. Let the student read the flashcard he picked.</td><td>8 mins</td></tr>
<tr><td>Pair Practice (See Figure 4.7)</td><td>1. Pair up students. One has animal words and one has animal pictures. (the words and pictures are magnet).
2. Match them up and put in the baking pan while read out loud.</td><td>8 mins</td></tr>
</table>

Independent Practice (See Figure 4.8)	1. Students have two sets of animal words on the Lego. 2. Find same ones and take them out while saying the name.	8 mins
Closure	Show flashcards (See Figure 4.2-4.5) and review animals again.	3 mins

Lesson Plan Day 2		
Teaching Aids	pictures, videos, flashcards, worksheets, laptop, white board	
Participants	first grade	
Length	45 min	
Learning Objectives	Students will be able to ask and answer questions: What is it? / What are they?	
Activity	**description of activities and setting**	**time**
Review	Play a game to review animals: teacher flips flashcards (See Figure 4.2-4.5). Students read and show the animal with hand gestures.	5 mins
Warm up	1.Listen to songs and repeat the animal's name when hear it 2.Teacher pauses the video at any time and ask: what is it? Useful website: https://www.youtube.com/watch?v=kkoAL743Tao baby elephant song https://www.youtube.com/watch?v=ZrnE0XRMNqg che che koolay giraffe song https://www.youtube.com/watch?v=0dWkMaynGkk Rabbits! Learning about rabbits for kids. https://www.youtube.com/watch?v=V5Bs9xydba0 here is the beehive	10 mins
Whole Class Practice	1. Spelling game: teacher says the animal words syllable by syllable while underlining the letters. 2. Teacher says the first one or two syllables and whole class complete it. For example, the teacher says ele-, students say -phant. 3. When the teacher says the whole word, students repeat and jump up to see who is the fastest.	8 mins

Pair Practice (See Figure 4.9-4.12)	1. Students form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner
	2. Teacher writes down questions on the whiteboard:
	   A. What is it? / What are they?
	   B. How many _____ are there?
	   C. What color is it / are they?
	3. Inside students hold a picture of the animal. After asking the questions, they can switch pictures with the one standing on their right.
	4. Two circles of students move to different directions to face a new student and ask questions.
		10 mins

Assessment (See Figure 4.13)	Finish the worksheet: match the word and shadow.	12 mins

Lesson Plan Day 3		
Teaching Aids	pictures, videos, flashcards, poem posters, pencils, white paper, crayons, playdough, worksheets, laptop, white board	
Participants	first grade	
Length	45 min	
Learning Objectives	Students will be able to spell animal words.	
Activity	**description of activities and setting**	**time**
Review	Play a game to review animals: teacher flips flashcards (See Figure 4.2-4.5). Students read and show the animal with hand gestures.	5 mins
Warm up	1.Listen to songs and repeat the animal's name when hear it 2.Teacher pauses the video at any time and ask: what is it? Useful website: https://www.youtube.com/watch?v=kkoAL743Tao baby elephant song https://www.youtube.com/watch?v=ZrnE0XRMNqg che che koolay giraffe song	5 mins

	https://www.youtube.com/watch?v=0dWkMaynGkk Rabbits! Learning about rabbits for kids. https://www.youtube.com/watch?v=V5Bs9xydba0 here is the beehive	
Pair Practice	1. Pair up students. Student A draw an animal without letting student B see. 2. Student B asks: Is it a _____? 3. Student A answers yes or no. When student B got the right answer, student A needs to spell that word.	10 mins
Solo Practice (See Figure 4.14)	Students will get pictures animals. They need to color them and spell each word using playdough.	10 mins
Assessment (See Figure 4.15&4.16)	1. Teacher will put up poem posters in the four corners of the classroom. 2. Each student will get a worksheet and walk around the classroom. 3. Students will read the poem and finish the worksheet.	15 mins

Figure 4.2 Picture of Bee
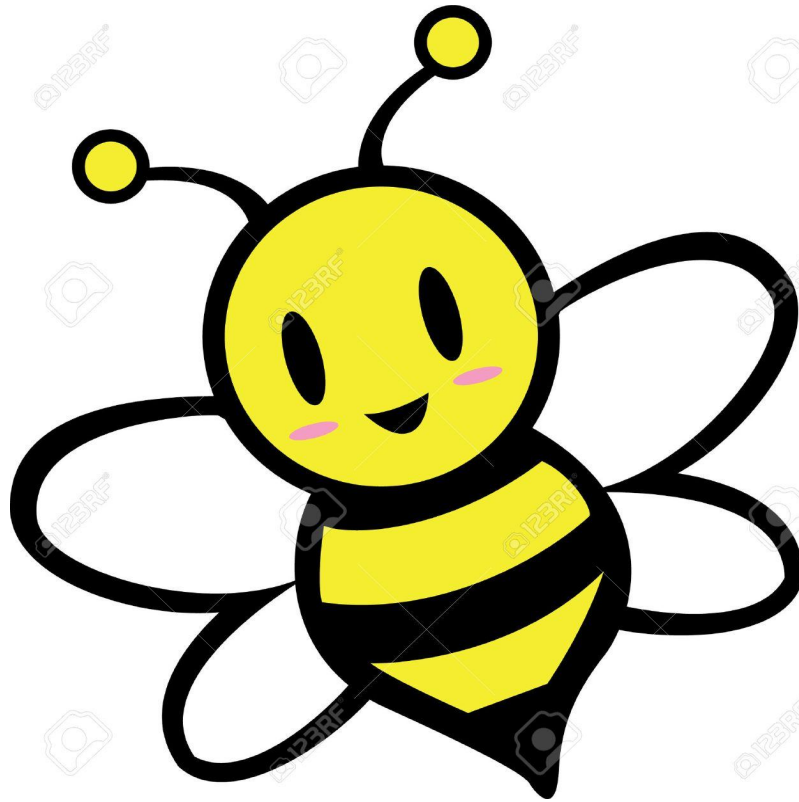
bee

Figure 4.3 Picture of Elephant

elephant

Figure 4.4 Picture of Giraffe
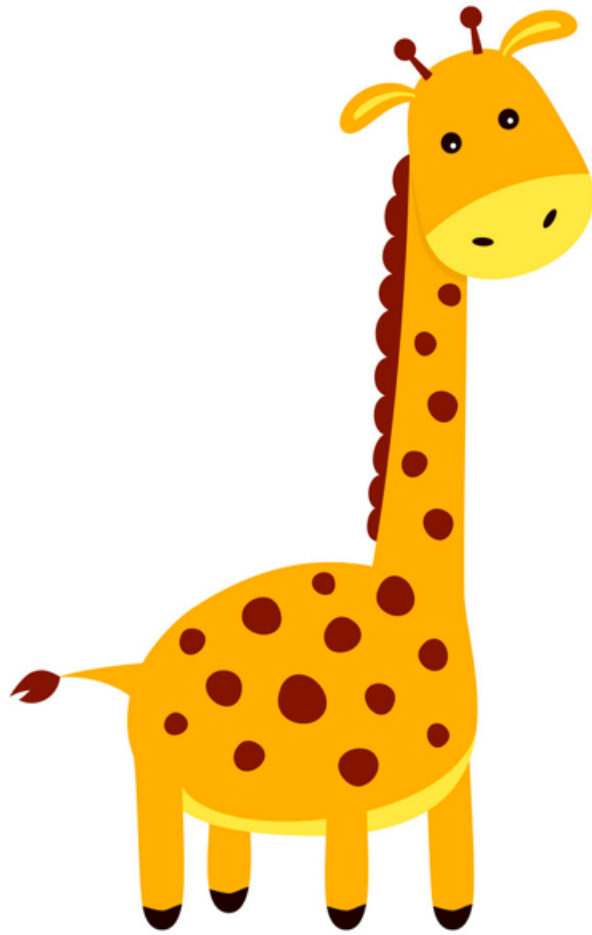
giraffe

Figure 4.5 Picture of Rabbit

rabbit

Figure 4.6 Word List

bee	bee	bee	bee	
elephant	elephant	elephant	elephant	
giraffe	giraffe	giraffe	giraffe	
rabbit	rabbit	rabbit	rabbit	

Figure 4.7 Picture of Matching Game
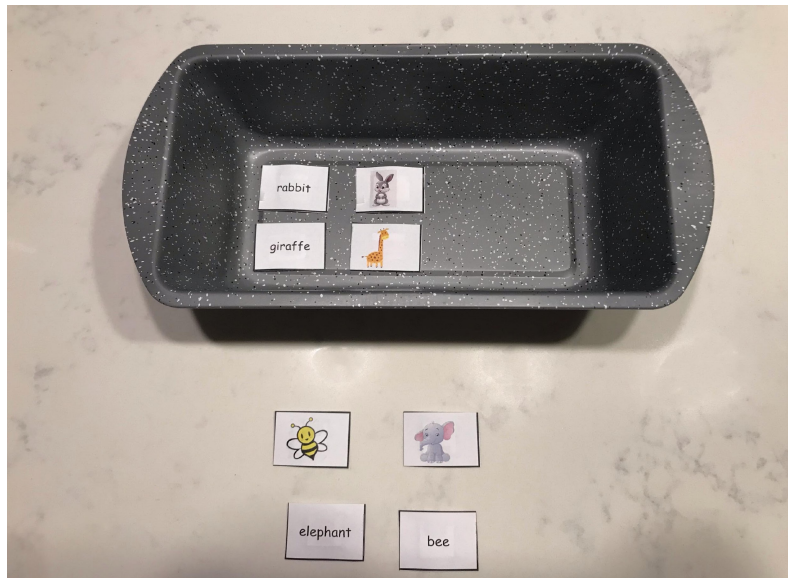
Figure 4.8 Picture of Lego Game
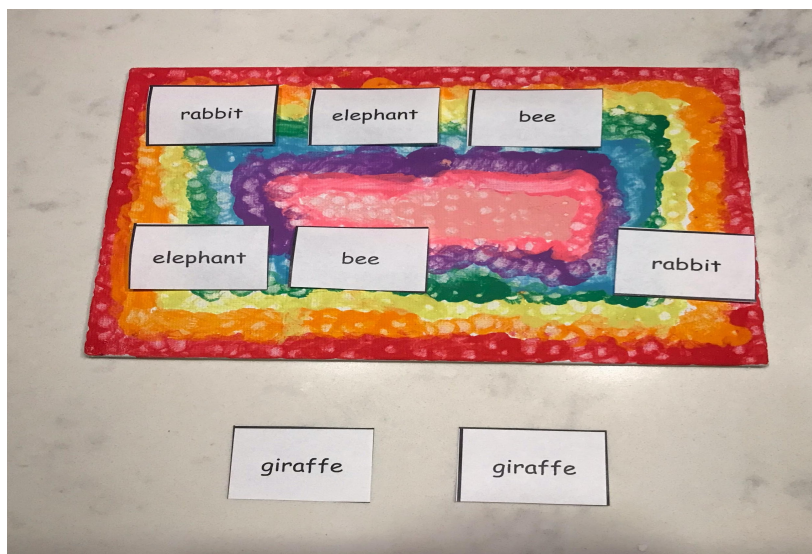
Figure 4.9 Picture of Bees
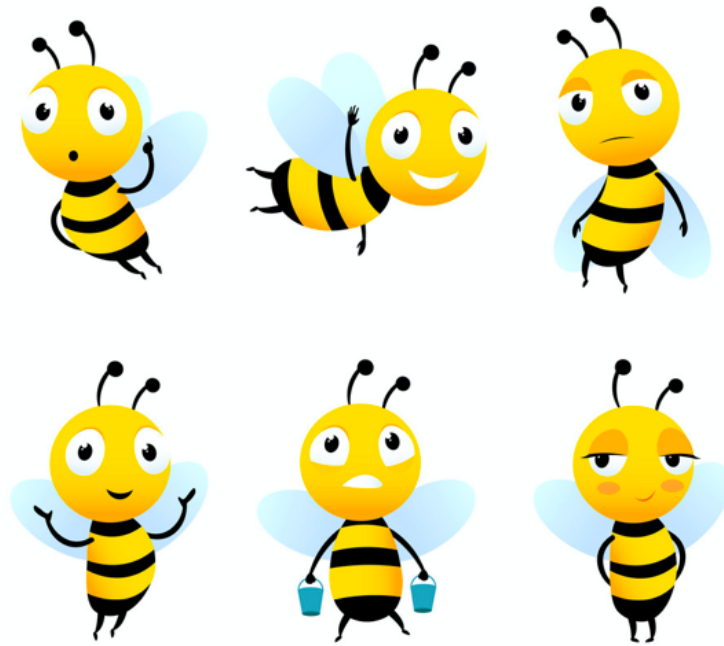
Figure 4.10 Picture of Elephants
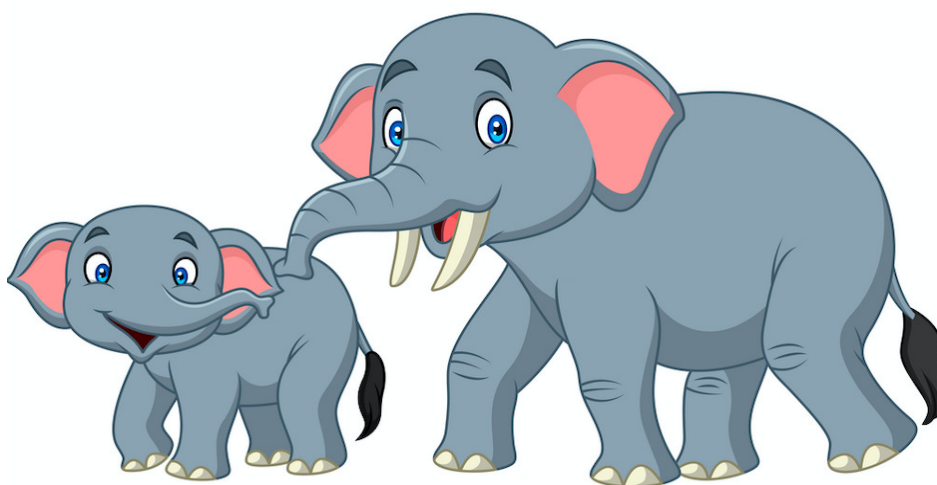
Figure 4.11 Picture of Giraffes

Figure 4.12 Picture of Rabbits

Figure 4.13 Shadow Assessment

Name: _____

Date: _____

Match shadows with words and copy the word in the box.

1. [rabbit shadow] [box] **bee**

2. [bee shadow] [box] **giraffe**

3. [giraffe shadow] [box] **elephant**

4. [elephant shadow] [box] **rabbit**

Figure 4.14 Solo Practice
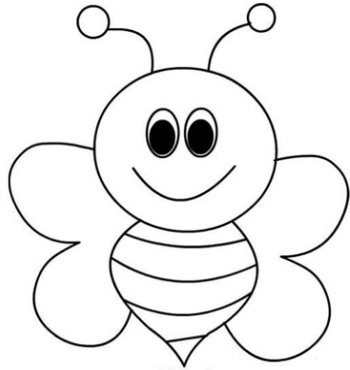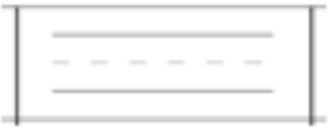
bee
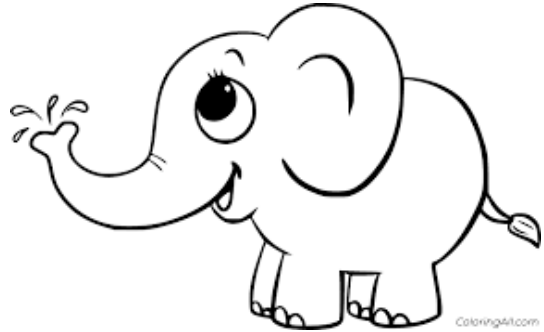
elephant
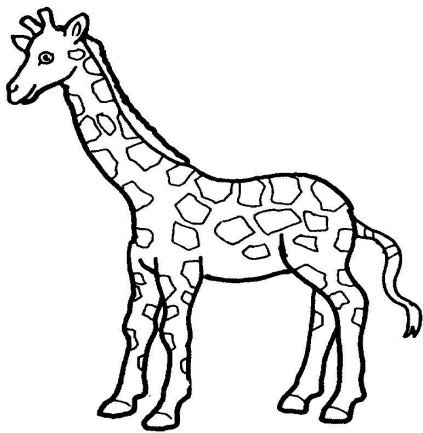
giraffe
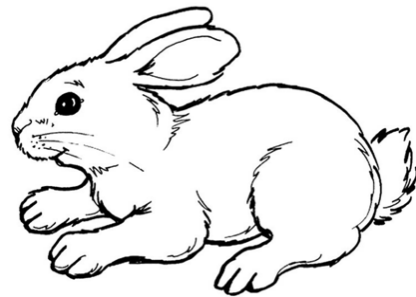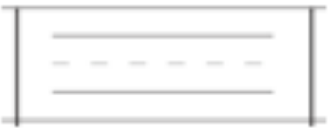
rabbit

Figure 4.15 Matching Assessment
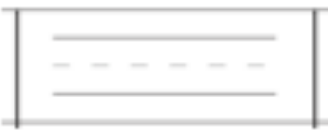

Name: _____

Date: _____

Read poems in the classroom, write the correct answers in the box then match pictures. You can color pictures if you like.

1. [_ _ _ _ _ _ _]

2. [_ _ _ _ _ _ _]

3. [_ _ _ _ _ _ _]

4. [_ _ _ _ _ _ _]

Figure 4.16 Poems for Four Corner Game

Poem 1

I am big and heavy. I have a long nose and big ears. What am I?

Poem 2

I am very tall. I like to eat leaves. I have a long neck and four long legs. What am I?

Poem 3

I am little. I can fly. I can make honey for people. What am I?

Poem 4

I have a short tail, long ears and four legs. I like to jump or hop. I can be a pet. What am I?

Chapter 5 Conclusion

Learning a new language is stressful and challenging for both teachers and students. Some parents think that children's grammar is incorrect when playing games, so they are not allowed to play games. Such parents think it is better to let the children do more worksheets and recite more words. There are also parents who think that learning English by playing games is a waste of time. Instead of running around, it is better to let them sit there quietly reading, writing, and doing some worksheets. Some parents do not interact with their children at home because they feel that they do not know English. Parents are thinking that I do not know if children are right when they speak English, so I do not play games to practice English with them at home. However, there will be good results by using games. Children can only memorize words by rote when they are learning English, but they can't use and transfer them. When children play games, they learn English happily and speak English loudly, which cultivates their self-confidence and interest in learning English. Those parents' behavior just dispels the child's self-confidence and interest in learning. In fact, error correction is the task of the teacher. Parents only need to create opportunities for children to have more language output. As long as the child is thinking, the purpose of application and practice has been achieved.

Recently, many parents have thought that learning is the children's own business, or the school and the teacher's business. In short, they believe that children's learning has nothing to do with them. Obviously, this view is wrong. The participation of parents plays a vital role in the growth of children, and children's skills gradually mature in this question-and-answer interaction with the parents. Lewis (1999) argued that games are popular among children because they like

to play. Through games, young learners could interact, discover, and experiment with their surroundings. Using games, not only enhances students' motivation, but also provides an incentive and stimulus to use the language.

Therefore, I created this project hoping that it can serve as a practical resource for new teachers and parents. In this project, there are many interesting games and ideas that are easy to conduct by teachers or parents and engaging for students to participate. Moreover, adults can use simple local materials like a tissue box or a baking pan to create a game. Additionally, students will get more chances to express themselves and practice what they have learned in class while they are having fun.

When implementing games in English classes, a number of dimensions need to be addressed, such as how to choose appropriate games, how to design the teaching plan, and how to implement games in real class. In terms of choosing games, teachers should be concerned about students' learning styles. This is in order to provide games that best suit students. Some students may prefer to work alone than in a group. As a result, they may not want to take part in group work when being assigned to do, but others may prefer group work, so they may tend to be inactive or keep quiet when being assigned to work alone. In addition, different games serve different purposes, so when designing a teaching plan, teachers should specify in which stage games would be employed (Chirandon et al., 2010).

As a Chinese-English teacher, I have learned English for more than 20 years. I still remembered how scared I was when I first started to learn English. I went to a tutor's home in a new environment, with a new teacher, and new classmates, and I had to learn a totally new language.

The teacher read words and sentences or texts over and over again, allowing us read them with her. Then she had us copy the words and sentences and recite them. The teacher would also explain to us the grammar and sentence patterns, let us draw inferences from one another, and make sentences by ourselves. At that time, I had a good memory and learned quickly. However, over time, I became tired of going there to study because it was too boring. A year later, my father found a language academy school. I felt the joy of learning English for the first time there. In class, the teacher used a rhythmic way to spell words or read sentences aloud. Memorizing words and texts was no longer so boring. I still remember how we spelled the word clock in class. C-L-OCK, tap table twice and clap hands three times. Whenever we learned new knowledge, the teacher would use simple and interesting games to help us remember and use language. Such as high and low voices, role playing, group competitions, etc. I studied there for three years from ages 9 to 11 years old. I am very grateful to this teacher because she gave me a good enlightenment on the road of learning English and made me feel confident about learning a new language. After many years, I became a teacher. I understand the difficulty and challenge of teachers preparing lessons. They need to remember all the knowledge points of the curriculum they are required to teach and develop a corresponding teaching plan based on the language foundation. In this process, teachers also have to understand the needs of the students and create interesting games to teach, which leads teachers to feel some anxiety when it comes to preparation. I hope this project that I created can alleviate the fear and pressure faced by classroom teachers in the teaching process. I also hope that it can give new students a good enlightenment on the road of learning English and make children fall in love with learning English. The games in this project are simple, very interesting, engaging and competitive. I believe teachers, students and even parents will benefit from these activities.

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